Impact of Facebook on Academic Performance of a Student

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Abstract— **Facebook is only an electronic communication between human but unfortunately it has become an addiction for all. This paper examines the usage of Facebook among students and its influence in their academic performance. The impact of Facebook can either be good or bad on students and in their academic activities. Even though a closer look on the real impact of Facebook reveals that it leads to several problems in students' academic performances. Today Facebook is somehow destroying the future and academic carrier of students. At the same time also intended to find the significance of use of Facebook by students in their academic success with the help of a survey conducted to collect the data among more than 200 students from Moradabad city**

Index Terms— **Facebook, Academics, Impact, Students**

I. INTRODUCTION

Facebook

Facebook is the largest of the social networks, with more than 500 million active users. Facebook has become a favorite destination for people, businesses, and organizations to connect and share information because of its easy-to-use interface and interactive features. It's the most multimedia-friendly of the big three networks as members can post text, pictures, audio, and video, and can share their location too. It also offers tons of applications and widgets that can make your Facebook Page engaging and fun. Here's how Facebook works: Users sign up for a free account and then make connections with other users on the service by "Friending" them: When you find someone you know on Facebook, you request to be their "Friend." If the request is accepted, you can see that person's profile information, status updates, photos, and more. Facebook is a great place to connect with your own friends, family, and colleagues, but it has also become an incredibly powerful platform for businesses and organizations to build community, engage with prospects, and encourage customers and members to spread your message to a larger network. Small businesses and nonprofits are encouraged to create a Facebook Page rather than personal profile.

Unquestionably, Facebook is the most popular social networking site in the both the world. Of all social networking site users, 92% use Facebook while 71% of all adult Internet users use Facebook. While Facebook is popular with all Internet users, it is even more so with college students. Research shows that between 67% and 75% of college-aged

adults used social networking site. It is found that 90% of college students used Facebook with a majority (58%) using it several times a day. In large sample studies conducted at various institutions, 92% of students reported using Facebook and spending an average of over one to two hour a day on the site. Facebook is also the most popular social media website used by higher education faculty for personal purposes. About 57% of faculty members are visiting Facebook almost daily. It is also found that 8.4% of faculties are using Facebook for teaching purposes, much more than Twitter but less than blogs and wikis, podcasts, and LinkedIn. Some scholars have suggested that using Facebook for teaching and learning can promote active learning, student engagement, support knowledge construction, and be used as a communication tool congruent with the preferences of today's students. Researchers suggests that social network sites like Facebook can be used as environments that support learning but also as places where youth learn as well as environments that can help youth be more civically and academically engaged.

Facebook use and Academic outcome

In the broadest sense, the desired outcomes of a college education include subject area content achievement, general education knowledge, the acquisition of skills such as critical thinking, moral development, development of civic engagement skills, and psychological maturation. However, research on college outcomes focuses almost exclusively on academic performance and persistence. Academic performance is typically measured by cumulative GPA which is connected to class and subject matter achievement. In addition to being the most common measure of academic performance in the literature on college outcomes, GPA is the sole measure of academic performance used in the literature on Facebook. Research on the relation between Facebook use and academic performance has yielded mixed results. Some found there was no relation between Facebook use and grades whereas some found that there were no differences in overall grade point average (GPA) between users and non-users of Facebook. Few of them found that Facebook users reported a lower mean GPA than non-users; additionally, Facebook users reported studying fewer hours per week than nonusers. It was also found that number of logins and time spent on Facebook were related to lower overall GPA; however, sharing links and checking to see what friends are up to were positively related to GPA. It was also found that there was a negative relation between time spent on Facebook and time spent preparing for class. There are a number of possible reasons for the disparate findings among studies. The studies may have been limited by the measures used to evaluate Facebook use and/or grades. These studies may have also been limited due to their sampling designs.

II. OBJECTIVES OF RESEARCH

1. To understand if there is any impact of Facebook usage on students' academic performance.
2. To understand the major purposes of students' visit to Facebook and its impact on their academic performance.
3. To understand how much time a student is devoting to Facebook access.
4. To understand the importance of various devices over which students' can access Facebook.

III. RESEARCH METHODOLOGY

Research in a common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. Research is an art of scientific investigation. Research is an academic activity and as such the term should be used in a technical sense. the term research refers to systematic method consist of enunciating the problem ,formulating a hypothesis, collecting the data, analysis the facts and reaching certain conclusion either in a form of solution towards the concerned problem or in certain generalization for some theoretical formulation. The system of collecting data for research projects is known as research methodology. Research Methodology represents the design of the research work.

Sampling Technique   : Simple Random Sampling
Sample Unit   : Students of Moradabad
Sample Size   : 200 students
Sampling Ares   : Moradabad City
Research Type   : Descriptive and Analytical
Tools used for Analysis : Correlation,   Mean, Diagrammatic representation of data

Hypothesis involved

It is important to have set hypothesis before one starts the research as they provides the testing grounds for the research and enables the researchers to identify the correctness of the research procession. Following are the hypothesis for this research paper:

H_1 = There is a significant impact on students' academic performance before and after they have started using Facebook.
H_{01} = There is no significant impact on students' academic performance before and after they have started using Facebook.

H_2 = There is a considerable impact of purpose of Facebook visit by student on their academic performance.
H_{02} = There is no considerable impact of purpose of Facebook visit by student on their academic performance.

H_3 = There is a significant impact of the time of day at which students' are accessing their Facebook accounts on their academic performance.
H_{03} = There is no significant impact of the time of day at which students' are accessing their Facebook accounts on their academic performance.

H_4 = There is a considerable impact of total Facebook usage in a day by a student on their academic performance.
H_{04} = There is no considerable impact of total Facebook usage in a day by a student on their academic performance.

H_5 = There is a considerable impact of device on which the student is accessing their Facebook accounts over their academic performance.
H_{05} = There is no considerable impact of device on which the student is accessing their Facebook accounts over their academic performance.

IV. ANALYSIS & FINDINGS

Let us now go through the analysis and findings of the research paper, we shall take each hypothesis and find if the hypothesis stands true or not.

Testing H_1
H_1 = There is a significant impact on students' academic performance before and after they have started using Facebook.
H_{01} = There is no significant impact on students' academic performance before and after they have started using Facebook.
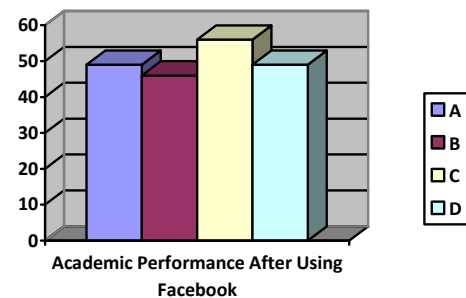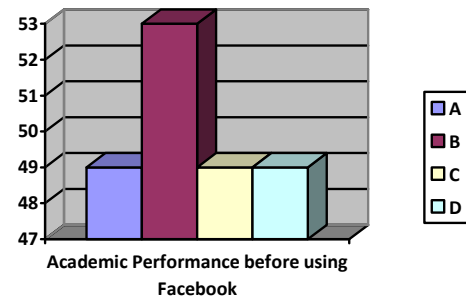

Figure 1a
Figure 1b

When asked about the academic performance of students before and after the students have started using Facebook, we have the above shown data. Majority of students were in the bracket of asoring between 50% to 60% marks before they had access to Facebook; where as the figures changed considerably when they started using Facebook accounts as the performance is floating between all given options almost evenly.

On calculating corelation between the two data series i.e. Academic performance before the access to Facebook and

Academic performamce after access to Facebook, wefind Coffitient of Corelation (r) is -0.095353308. which means there is verry low degree of negative corelation between thgese two data series.

This prooves our Null hypothesis H_{01} to be false and hence we can say that our hypothesis H_1 stands correct i.e. there is a significant impact (low level of negative impact) on students' academic performance before and after they have started using Facebook.

Testing H_2

H_2 = There is a considerable impact of purpose of Facebook visit by student on their academic performance.
H_{02} = There is no considerable impact of purpose of Facebook visit by student on their academic performance.
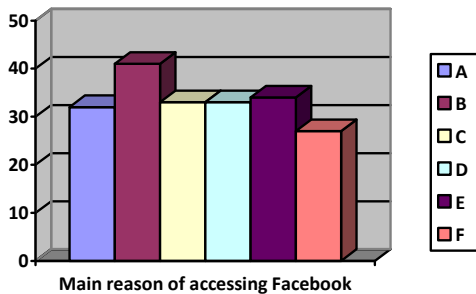

Figure 2a

When asked about the purpose of accessing the Facebook accounts, we have the above shownresponses given by the respondents. Majority of students were accessing the Facebook account in order to get updates around the world which acounts for about 41 respondents.
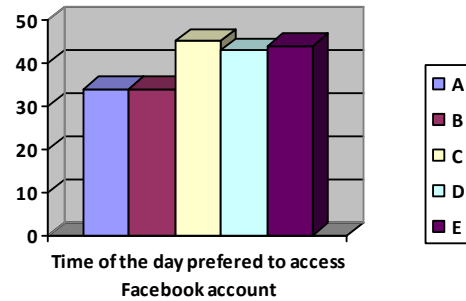
On calculating corelation between the two data series i.e. purpose of asseccing Facebook and Academic performamce after access to Facebook, we find that Coffitient of Corelation (r) is -0.012018228. which means there is verry low degree of negative corelation between these two data series.

This prooves our Null hypothesis H_{02} to be false and hence we can say that our hypothesis H2 stands correct i.e. there is a considerable impact (low level of negative impact) of purpose of Facebook visit by student on their academic performance.

Testing H_3

H_3 = There is a significant impact of the time of day at which students' are accessing their Facebook accounts on their academic performance.
H_{03} = There is no significant impact of the time of day at which students' are accessing their Facebook accounts on their academic performance.

When asked about the time of day preffered to access the Facebook accounts, we have the above shown responses given by the respondents. Majority of students were accessing the Facebook account in evening time; which acounts for about 41 respondents.
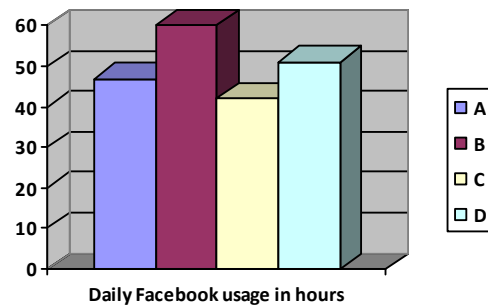
On calculating corelation between the two data series i.e. time of day to assecc Facebook and Academic performamce after access to Facebook, we find that Coffitient of Corelation (r) is -0.023489077. which means there is very low degree of negative corelation between these two data series.

This prooves our Null hypothesis H_{03} to be false and hence we can say that our hypothesis H_3 stands correct i.e. there is a considerable impact (low level of negative impact) of time of day to access Facebook by student on their academic performance.

Testing H_4

H_4 = There is a considerable impact of total Facebook usage in a day by a student on their academic performance.
H_{04} = There is no considerable impact of total Facebook usage in a day by a student on their academic performance.

When asked about total amount of time devoted towards Facebook access in a day, we have the above shown responses given by the respondents. Majority of students were accessing the Facebook account around 2 to 3 hours a day; which acounts for about 60 respondents.
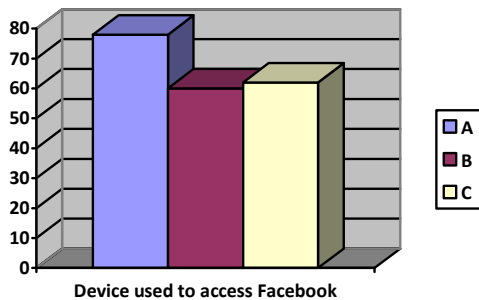
On calculating corelation between the two data series i.e. total time invested to assecc Facebook and Academic performamce after access to Facebook, we find that Coffitient of Corelation (r) is -0.011894354. which means there is very low degree of negative corelation between these two data series.

This prooves our Null hypothesis H_{04} to be false and hence we can say that our hypothesis H_4 stands correct i.e. there is a considerable impact (low degree of negative impact) of total Facebook usage in a day by a student on their academic performance.

Testing H_5

H_5 = There is a considerable impact of device on which the student is accessing their Facebook accounts over their academic performance.
H_{05} = There is no considerable impact of device on which the student is accessing their Facebook accounts over their academic performance.

Device used to access Facebook

When asked about the medium through which Facebook is accessed, we have the above shown responses given by the respondents. Majority of students were accessing the Facebook account on Desktop/ Laptop; which acounts for about 78 respondents.

On calculating corelation between the two data series i.e. Device used to assecc Facebook and Academic performamce after access to Facebook, we find that Coffitient of Corelation (r) is -0.035736927. which means there is very low degree of negative corelation between these two data series.

This prooves our Null hypothesis H_{05} to be false and hence we can say that our hypothesis H_5 stands correct i.e. there is a considerable impact (low degree of negative impact) of device used to access Facebook usage by student on their academic performance.

CONCLUSSIONS

By looking at the analysis it is clearly evident that access to Facebook does have an impact on academic outcome of a student. As already proved in hypothesis testing of H_1 that there is an low degree of negative impact of Facebook access on students, access to Facebook has somehow resulted in drop of academics in students those have access to Facebook. Although there could be several other reasons too for this low academic performance but having Facebook access does show that student will have a tendency to show less progress in academics.

Although the response obtained in this research paper regarding the purpose to visit Facebook has majority of respondent to say that they were interested in knowing the world news and learn more about the current happening. The fact, that this could not be the only reason of poor academic

result of the student, but as per the responses received and analysis done , this is evident that the reason for Facebook visit could be any it results in drop in the academic performance of the student.

Not only the reason to access facebook, its also the time invested to visit Facebook also has a considerable amount ,as per the research data. Averagely 2 to 3 hours of daily activity has been noted and that has also added to the point that academic performance has been droping.

Even tough today vast majority of students have access to smartphones but as per the research data , even today majority of respondent are using desktop or laptop to access Facebook. It could be the better desktop GUI interface or any other reason but still academic performance is showing no improvement at all.

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